

ARIZONA *Teacher-Parent*

FALL ISSUE

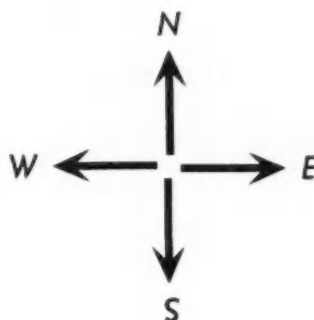
OCTOBER, 1949



The Big 1949 AEA State Convention, pages 8—9
YOUR New AEA Group Insurance Plan, pages 22—23

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CARE, the non-profit agency which has brought food to thousands of hungry people overseas, is now embarked upon a "food for the mind" program to rebuild the war-wrecked libraries of Europe and Asia. Details are being worked out with the endorsement and cooperation of the U.S. Commission for UNESCO, the Library of Congress, the American Library Association, and the U.S. Book Exchange. Individuals or groups can contribute funds in any amount. Donors of \$10 or more may designate the country, the institution, and the category of the book to be sent. Donations under \$10 will be pooled in CARE'S general book fund, and the donor will receive a CARE acknowledgment but not a signed receipt.

THE NATIONAL COUNCIL OF GEOGRAPHY TEACHERS will hold its annual conference on November 25 and 26, at Hotel Cleveland, Cleveland, Ohio. Dr. Gilbert Grosvenor, president of the National Geographic Society, will be the guest speaker at the annual banquet. He will review some of the outstanding explorations conducted by the Society and will illustrate his talk with very unusual motion pictures. Other outstanding sessions will be conducted.

THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION announces the establishment of a Fellowship in Educational Measurement, made possible by a grant from the World Book Company. The successful candidate will pursue graduate studies at either the pre-doctoral or post-doctoral level. The stipend will amount to \$1,800 for a person without dependents, or \$2,600 for a person with dependents. Additional information and application blanks may be had from the: Fellowship Award Committee, American Educational Research Committee, 1201 Sixteenth Street, N.W., Washington 6, D.C.

THE ANNUAL CONVENTION OF THE ARIZONA EDUCATION ASSOCIATION will be held in Phoenix, November 3, 4, and 5. The general theme will be "What Is A Good Teacher?" The sectional meetings will be devoted to a discussion of the theme and reports from the several groups. General sessions will feature such outstanding speakers as R.H. Montgomery of the Texas University, a well known platform speaker who has been before Phoenix audiences several times in the past. Thursday afternoon will be given over to meetings of the allied organizations. Dinners of the State Administrators Association and of the Department of Classroom Teachers will be held on Thursday evening.

THE ANNUAL MEETING OF THE DELEGATE ASSEMBLY OF THE ARIZONA EDUCATION ASSOCIATION will follow the general convention by two weeks, November 19 and 20. General sessions will be held in the auditorium of the Phoenix College. Delegates should be elected and their credentials sent to the AEA Office well in advance of the general convention.

A NATIONAL CITIZENS COMMISSION FOR THE PUBLIC SCHOOLS has been formed on a nationwide basis and has been hailed as "potentially the most important move for the advancement of public education taken in the last fifty years." It is composed exclusively of outstanding laymen who are convinced that the prime need of America today is an informed and wise citizenry. The Commission's program includes plans for the citation of groups of laymen who have made exceptional progress in improving their local public schools. Headquarters are at 2 West 45th Street, New York City. The staff will include a full-time educational consultant, assisted by an advisory board of educators.



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COVER . . .



It is a far cry from the tiny log school house, Prescott's first, which adorns our cover to the ultra modern schools of today. In this centennial of the gold rush days of the forty-niners we pay tribute to those teachers who had the courage and vision to teach on the frontier in order to lay the foundations of our glorious Arizona.

We wish to express appreciation to Russell Ramage, principal of Prescott Senior High School, thru whose courtesy we were able to secure this picture. L.V.R.

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ARIZONA TEACHER-PARENT

ARIZONA Teacher-Parent

Official Publication of ARIZONA EDUCATION ASSOCIATION

Devoted to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and of America.

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STATEMENT OF POLICY: AS THE OFFICIAL PUBLICATION OF THE ARIZONA EDUCATION ASSOCIATION, THE ARIZONA TEACHER-PARENT IS DEDICATED TO THE INTERESTS OF PUBLIC EDUCATION AND TO THE PROFESSION OF TEACHING, WITH THE SUPREME PURPOSE OF PROMOTING THE WELFARE OF THE YOUTH OF ARIZONA AND AMERICA. THE ARIZONA TEACHER-PARENT WILL ATTEMPT TO PRESENT ONLY SUCH MATERIAL AS HAS A WIDE APPEAL OR ANSWERS A KNOWN SPECIFIC NEED. • TO THIS END THE EDITORIAL BOARD OF THE ARIZONA TEACHER-PARENT ENCOURAGES READER CONTRIBUTIONS THAT MEET THE ABOVE REQUIREMENTS, RESERVING HOWEVER THE RIGHT OF EDITING OR REJECTING SUCH CONTRIBUTIONS.

FALL ISSUE, 1949

The Teacher's DESK

What Are We Doing About It?

Only recently Bernard Baruch said, "Since our real wealth—as opposed to the product of government presses—is drawn from the earth, in always limited quantities, as minerals, food, wood, water and wild-life, destruction of the earth's surface and waste of its products have a cogent meaning that touches the life, today and tomorrow, of every human being."

Other students of natural resources and conservation are in agreement that the relation between the earth's productivity and man has been basic in not only determining the quality and duration of the economic existence of nations, but has also been a factor in determining the spiritual level of their civilizations; and this is still true. Man's physical needs and satisfactions lie very close to his spiritual development, which should give him deeper insight into and greater concern about the capacity of today and tomorrow's earth to serve its population. Just as logically, population increase must come in for serious world study, in spite of some ancient barriers in the name of religion and morality.

As frontiers vanish

As frontiers vanish, in the Western Hemisphere especially, thoughtful people are beginning to reconsider the population-sustenance theory of Malthus. In spite of the advent of limited commercial fertilizers and modern machinery, Malthus' Theory fell into disrepute in Europe because of the rape of the New World's riches at the time of, and following, the enunciation of the Theory. There is no substitute for long-time planning and conservation. Nations plan and conserve in direct proportion to the quality and extent of the enlightenment of their people; and to the extent that they are able to remain free from military invasion or economic infiltration and the subsequent exploitation by absentee and predatory rulers.

A high percentage of the World's people today are so short of calories, clothing and shelter that illness and death from malnutrition and exposure, political and economic radicalism and mental illness threaten to destroy completely what we have long felt to be the standards of the good life. The problem of solution tests, and will test even more, on local and international levels the capacity of mankind to fashion a decent survival. If we do not have the physical necessities of the good life, how long can we live by its rules? The "materialistic" life requires a great deal more of man's virtue than many people seem to think.

The warnings we read of the dissipation of our forests, grazing lands, oil and mineral deposits, top soil and wildlife are not Old Wives' Tales. People who are in a position to know all have the same story to tell; by and large, those who deny the warnings are either in no position to know the facts or have bloody hands.

What stands in the way

Is our government effectively getting the problems of conservation? If not, what stands in the way? (What Are We Doing? page 35)



On Our AEA Way

By WALTER MAXWELL
AEA Executive Secretary

ARIZONA TEACHERS ARE "TOPS." Some of us have suspected it for a long time. Now it has been proved. Arizona teachers have achieved the highest standards of professional training in the nation. Arizona has the lowest percentage of teachers without college degrees, and the highest percentage of teachers having bachelors' degrees or higher. Authority for this is **The Forty-Eight State School Systems** recently published by the Council of State Governments, based upon a study authorized at the Governors' Conference of June 16, 1948. The study was made under the immediate direction of Francis S. Chase, Lecturer in Educational Administration and Director of the Rural Editorial Service at the University of Chicago.

It was a proud moment in the life of your Secretary when he received a letter of congratulations to Arizona teachers from Francis Chase.

Dear Walter:

In compiling information for **The Forty-Eight State School Systems**, I was impressed by Arizona's success in maintaining high standards for teachers' certification. Arizona ranks number one among the states in the percentage of teachers having bachelors' degrees or higher. For this, my congratulations.

(Teachers Are "Tops", page 40)

DEPARTMENT OF LOUD APPLAUSE

DONALD R. SHELDON is a name frequently encountered in reviewing AEA affairs. The occasion for this bit of tribute to Don is the recollection that Arizona's first teachers' insurance program was achieved during his term as AEA President in 1937-38. Though limited in scope in comparison with the new AEA Plan, it was a tremendous step forward. For almost 12 years it has provided upwards of 700 Arizona teachers with Accident and Sickness insurance which they might not otherwise have been able to obtain. . . . And it was the same Don Sheldon who worked out a payroll deduction plan for the group insurance of his teachers in Prescott, just about one year ago.

WINONA MONTGOMERY deserves an orchid and probably a bushel of them. First of all, for being appointed by the NEA Executive Committee to her second three-year term as a member of the NEA Defense Commission. And, second of all, for her everlasting courage as Chairman of the AEA Defense Commission. It isn't easy, you know, to even identify yourself with efforts to enforce professional ethics. Most organizations are content to collect their "codes of ethics" and let them mold on the shelf. It's safest



SHELDON



MONTGOMERY



WADE



VAIL

that way. But the AEA has the courage of its ethics, thanks to Winona and some others.

ALICE L. VAIL was elected to a third consecutive term as NEA Director for Arizona, at the NEA Representative Assembly held in Boston last July 3-8. But this is just another in a long list of honors. She was the first president of the AEA Department of Classroom Teachers and she is one of four women who have been elected president of the AEA.

IVAN WADE is completing a year's term as president of the Arizona Association of School Administrators, a department of the AEA. Most administrators will agree that it has been a year of achievement and progress, in large part due to Ivan's leadership. Fol-

(Loud Applause, page 42)

LOYALTY OATH MEANS

THOUGHT CONTROL FOR TEACHERS

Says ROBERT M. HUTCHINS

The chancellor of the University of Chicago analyzes the current witch hunt in this interview by Horace B. Powell, staff writer of the Kansas Teacher.

"I cannot agree that loyalty oaths are harmless to teachers. They are more than insulting, discriminatory, and futile. Actually, such oaths are being used by antiliberal elements as another entering wedge for an attack on academic freedom."

The relaxation of the tail, still-youthful figure of the University of Chicago's famed chancellor, Robert Maynard Hutchins, contrasted sharply with the indignation in his eyes. Perhaps a deep anger against "the current effort to establish thought control in this country" explained a forthrightness seldom found in public statements made by national leaders on controversial issues.

"I think today's 'witch hunt' is due to a fundamental misconception of the American way of life. People are asked to follow dogmas set up and interpreted by pressure groups. Special interests work on an underlying assumption that the public's creed should be one which fits their particular doctrines or rules. For instance, the N.A.M. demands that all thinking of the people and the government should be based on laissez faire economics; the Ku Klux Klan insists that the 'only truth' is its vicious anti-Jew, anti-Negro, anti-Catholic attitude.

"The only justifiable American dogma is that of the dignity of man, an assumption that all men are equal, with the right of independence of thought. The premium should be on variety, not uniformity, of thought."

Differs with policies commission

This interview occurred the day the Associated Press carried an Educational Policies Commission statement advocating the dismissal from schools of any teachers belonging to the Communist Party. Stressing that he had read only brief newspaper reports of the statement, and had not yet seen the full text, Dr. Hutchins expressed misgivings:

"I cannot understand what apparently is a gesture of appeasement. If the throwing of Communists to the wolves is intended as a conciliatory measure so that attacks on liberals will be lessened, I think it is a useless move.



"Few intelligent people believe the real target of today's hysteria is the Communist. Because the party's total enrolment in the United States is only about 50,000 and because its methods have little appeal to Americans, I think Communism in this country has no more chance than would capitalism in Russia. There is a potential Fascism here if, by Fascism, you mean the repression of independent thought and the insistence on unanimous self-adoration of the tribe."

Schools not full of "reds"

The Chancellor paused to light a cigarette before continuing:

"To me, the present agitation clearly is an anti-liberal movement. Here at Chicago, it has never been suggested that any person on our faculty is a Communist, but rather that he is 'suspect' because of having supported the Republicans in Spain, having affiliated with liberal groups, or because of certain spoken or published beliefs which have nothing to do with Communism. The unwarranted implications of prominent businessmen and politicians that the profession is full of 'Reds' are tragic, because they add to the present chief difficulty of education, that of trying to get intelligent young people to go into it."

Now 50 years old, this vigorous, scholarly man has headed the University of Chicago since he was 30, and thus is a veteran among college presidents. His influence has been nationwide and in many fields. His pioneer work in the "Great Books" movement, his chairmanship of the much discussed Commission on the Freedom of the Press, his work for better education on all levels, reflect an inquiring mind and a wide sympathy. These have lead him to a conviction that a university "must be a community of scholars, not an agency of propaganda for special economic interests or political parties."

Reaction from cold war

"The atmosphere of suspicion, the attacks on education (Loyalty Oaths, page 17)

Convention Theme: "What Is a Good Teacher?"

The Big 1949 AEA State

**Banner Speakers Will Be "WILD BOB" MONTGOMERY—ROBERT N. BUSH—
JAMES MILLAR—and ROBERT BARTLETT HAAS**

More Than 3300 Members Are Expected To Attend Convention

GRAY HAIRS ARE SPROUTING on the heads of those responsible for the 1949 AEA state convention..

Members of the Convention Committee and AEA headquarters staff are wrestling with the problem of providing meeting places and arranging for luncheons and dinners for the more than 3300 NEA-AEA members expected to attend the big meeting of 1949. Last year's conclave—which registered almost 3400 members—was well cared for generally, though facilities on the Phoenix Union High School campus were overtaxed by attendance at some meetings. Through early and careful planning, it is hoped that all difficulties can be avoided this year.

AEA membership has increased by approximately 300 new members a year for the past three years, and attendance at 1947 and 1948 conventions has been just

about that much greater. Though many members argue that the State Convention should be broken into two or more large meetings, more easily accessible to members in various parts of the state, other teachers protest all proposals which would deprive them of the full range of convention activities which they feel can be made available only through a single state meeting. Though controversy rages, it is the very popularity of the annual state convention that may eventually mean its breaking up into two or more sectional meetings. After 1949 there may no longer be a school campus or a community in Arizona that can adequately cope with a full-scale AEA convention.

Montgomery is to speak

An ex-cowboy educator whose popularity with the students at the University of Texas is almost a legend, will be the banner speaker at the 1949 meeting. As eccentric as he is brilliant, his flashing humor and provocative economic and social theories have won him nation-wide fame as a speaker. A group of Arizona teachers first heard Montgomery speak at the 1948 convention of the NEA, held in Cleveland. They returned to Arizona with determination to secure him for one of their own state conventions, and he finally agreed to speak at this year's meeting.

So popular is he that his classes at the University of Texas are held in auditoriums, even though his classes are restricted to those taking graduate work and are in other ways severely limited by university authorities. His present fame as a writer and speaker on many subjects make it hard to recall that Montgomery first won acclaim as a teacher and writer on the subject of corporation finance. Actually, more than 10,000 University of Texas students have crowded his lecture halls for this one course.

Allied organizations meet on Thursday

Following a procedure similar to that of the 1948 state meeting, many allied organizations will hold their annual business meetings on the afternoon of November 3, Thursday. These meetings will begin at 1:30 P.M., and most of them will be adjourned before 5:00.

Annual dinners of the Departments of Classroom Teachers and School Administrators will be held on

ROBERT H. "WILD BOB" MONTGOMERY



Convention

JAMES I. STEWART (tilted picture to the right) is President of the Arizona Education Association and will preside at the general sessions of the convention.

ROBERT N. BUSH of Stanford University is also shown. He will lead the convention Workshop in attempting to frame an answer to the question: "What Is a Good Teacher?"



Thursday evening. Classroom teachers have already laid plans for a varied program which will include a featured address by the nationally known president of the Good Citizenship Conference, Dr. James Millar. Plans for the school administrators' dinner will soon be announced.

"What is a GOOD teacher?"

The Workshop, to be held on Friday, November 4, will be devoted to an intensive consideration of the convention theme. Well, you say, how do we go about finding out what is a good teacher—a good principal, a good supervisor or a good superintendent?

Thirty-five outstanding school people, from throughout Arizona and California, have been selected to lead seven Workshop sections which will deal specifically with as many topics bearing directly upon these questions. Twenty-one of these leaders (the chairmen, consultants and recorders) are to travel to Phoenix at AEA expense for an all-day session on Saturday, October 15.

This will be a pre-planning session for the Workshop, led by Dr. Robert N. Bush, Professor of Education at Stanford University, who is general chairman of the 1949 Workshop. Dr. Bush's selection is considered most opportune, since he has planned and administered several outstanding conferences at Stanford, including a recent one which had a theme almost identical with that selected for the Arizona convention this year.

Membership card may be needed

Because of the unprecedented attendance at last year's convention, members of the Convention Committee are giving thought to some of the problems which will result from a possible overflow of attendance at some of the 1949 sessions.

The Phoenix Union High School campus will again be the center of convention activities, since it provides the largest facilities available in the Phoenix

area. But it is remembered that the PUHS auditorium was packed to overflowing at two of the general sessions last year. So, say some members who have given thought to the problem, NEA-AEA members should be given admission tickets for the general sessions of the convention at the time they register; and NEA-AEA members should be seated before doors are thrown open to others, at least for the final session of the convention at which "Wild Bob" Montgomery will speak.

Though any member can be identified by reference to AEA records, it will speed up registration if members can show their membership cards. As usual, convention programs will be provided to all persons who attend, and almost all meetings will be open to everyone. However, convention badges and tickets to special events and meetings will be given only to members.

AEA Delegate Assembly comes later

The AEA Delegate Assembly will be held in Phoenix two weeks after the convention, on November 18 and 19. This enables NEA-AEA members to inform themselves on important issues at the convention and then to argue out issues and instruct their Delegates at local group meetings prior to the Assembly. A further advantage is that the meetings of the Assembly may proceed in a deliberative and business-like manner, which has not always been possible in years past when meetings were sandwiched in among those of the convention.

As may be recalled, the 1948 regular Delegate Assembly followed the state convention by two weeks. Reactions were almost unanimously favorable. In order to relieve Delegates of some of the expense of attending an extra meeting, the 1948 Assembly voted that the AEA should reimburse official Delegates at the rate of three cents a mile, round trip, plus \$5.00 to each one who must pay for overnight lodging.

ASSORTED CHILDREN and CREATIVE METHODS

MISS FRANCES A. JOHNSON, Douglas Teacher
tells intriguing story of varied procedures.



IT is an assorted group of Mexican-American children who each year present themselves for admission to the first grade in the Douglas schools. These children have had no kindergarten experience; they vary from 6 to 15 years of age; the range of their mental development equals that of their age; and, their home background varies from that of the English speaking, well-to-do family to that of the poorest non-English speaking group.

The health problems involved are equally diverse. An analysis of one class revealed a child with a definite emotional disturbance, and others with varying degrees of deafness, blindness, rheumatic fever, cerebral palsy, chest and spine malformations, and certain leg weaknesses; one of the most noticeable handicaps being that of an otherwise beautiful child who had a harelip and cleft palate.

Clearly it is not within the financial power of most school districts to adjust the health difficulties of the children. However, in Douglas an attempt has been made to make all adjustments possible and to arrange a program to fit the needs of these children.

School year 1947-48

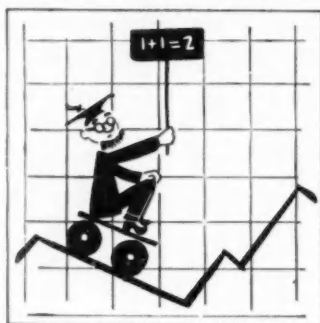
When school opened our first concern was to find a common interest; something at which each child could work at his own level. Art seemed to



be our answer, and by late November each child was contributing to the Christmas "mural." Other children and teachers were entertained by a Christmas program. Our cleft-palate child has a lovely voice, and excelled in leading our choir. Those who had mastered their "ch," "sh" and short "i" sounds had speaking parts.

After Christmas a store project was added to the routine. A class club was

formed, and the children began simple parliamentary procedures. Parties were planned in the club, committees were chosen, a host and hostess were elected, and their duties were assigned. The children were now 3Bs and felt that someone should be responsible for the comfort of visitors; for answering the door, and for thanking anyone who did something for the room. The usual committees were formed and changed every two weeks. Remarkable things happened; one shy, mentally slow child of 10 gave a report on the work of the committee of which she was chairman.



We had felt very little need for arithmetic and the Easter Seal drive brought our first awakening to its possibilities. The children set a goal, counted money, and used arithmetic in computing the amount still needed. Party costs could now be figured and the amounts due from each child determined. The allotment of time to be spent brought a need for an acquaintance with the clock and before school closed every child was telling time. I never formally taught time, however, the annual May program had a time limit and the children took turns timing our part.

A few playground games were adaptable to all ages and I used them as often as possible. Good sportsmanship, concern for the happiness of others, better coordination and rhythm were aims of this program.

A better use of English and improved penmanship became important when we acquired pen-pals in the second grade of the Kalkaska school in

Michigan. This project led to an exchange of pictures, art work, products and news of our localities and a better social understanding of our neighbors.

It is true that much was left undone but we ended the year with a feeling that much had been accomplished. The results of standardized tests and Weekly Reader Tests confirmed our belief.

The school year of 1948-49

After a summer of additional work with exceptional children at Wayne University in Detroit it was a pleasure to return to Douglas and find myself assigned to the same group. I felt that I had a great advantage over many of the other teachers, for I knew each child's ability; I didn't have to learn a new name; and, I had a group organized and ready to work the first morning.

The children's age variation was even greater this year than last, for a few new children had been added. The girls had begun to develop socially at a greater speed than the boys. Our 14-year old girl was dating and didn't care for activities outlined for 3As. Nor did the older boys. As yet, all enjoyed some group games and this led to participation in dancing games which all enjoyed.

A very noticeable change in the children was the pride which they took in self, home, school and origin. One child had chosen an Indian story for reading and the oldest boy remarked, "I am an Indian but I am part Spanish, too." This precipitated a discussion on national origins, differences in nationalities and factors contributing to these differences. We found that some of us were from the Aztec race, some Yaqui, some Apache, and a few pure Spanish. We decided to study Indians and their ways of living. This involved all parts of the United States, Canada and Mexico. We learned the music of various tribes, their rhythms and tribal dances. When the children decided to entertain another class with an Indian program they became aware that they would have to learn more about Indians. This was the first time an encyclopaedia was mentioned.

After weeks of study the program began to take form. Arithmetic and

art figured in making the costumes, timing the performance and making the tepee, headresses and drums.

The children of the first four grades, parents and friends were invited. More art developed in making invitations which each child designed for himself, as he did his costume. Indian designs were studied and stories were written in sign language.

Creative music

This program was the beginning of our study of music as a means of self-expression. At Christmas the children wanted to send a gift to their pen-pals. One child, whose father owned a record shop, suggested making a record. His father volunteered to send his recorder and to furnish the records. The music supervisor offered to test voices and we planned a trip to the high school for this purpose.

On the way to the high school we stopped off at my home for chocolate and cookies. The girls immediately offered to help and demonstrated that they had developed poise and the ability to meet people.



At the high school we visited the music department as well as the auditorium and most of the children immediately decided on a high school education. This visit called for the writing of thank-you notes to the high school principal.

The record-making was fun for all. The oldest girl trained a group to sing "Silent Night" in Spanish. A girls' quartet sang another Christmas song in Spanish. All felt very proud of their ability to sing in two languages and their carols were recorded as well as the greeting composed by the committee. The record was sent to our pen-pals and we turned our attention to the school's Christmas program.

Again the children wrote their own play, which was similar to the 1947 program but in better form. They read several plays as a preparation and didn't need as much help as in the previous year.

The children in Kalkaska, sent Christmas greens gathered on a cross-country trip in the pine woods. A science lesson developed from this and the 3As learned about conifers and other plants of Michigan.

In January we passed to 4B. New books were introduced and new subjects taken. More individuality was evident in the likes and dislikes of cer-

tain classes. Most of the boys became history, geography and science lovers, while the girls still enjoyed reading and the drill subjects.

The announcement that each class was to send some work to the county fair gave us an incentive to do creative work. The club decided that the music writing with which we had worked before the holidays would be a good project. They had studied simple fractions and so understood the time values of the notes. They could also sight-read in the key of C and the key of G.

Writing music

Spring was slow in coming this year and a chance question, "Why does spring come differently here than in other places?" started them off. They learned of the winter snow lying far up in the mountains, they had experienced some snow fall and summer rains, and some had been out on the desert and had seen the new growth starting. In bringing together their information they decided that their song should be about spring in their own county. In their Indian studies they had learned about Cochise County and so they named their song "Cochise Spring." One child who had never done any outstanding work had a very good ear for rhythmic sounds and did most of the rearranging into the present form. He was proud to win the group approval and much of his braggadocio over minor matters ceased and his feeling of inferiority was partially overcome.

The actual writing of our tune proved difficult. We invited my brother who plays the French horn to

visit us and the children sang the song repeatedly for him as he helped them arrange it as a piece of music.

In their attempt to tell about the yucca plant being "the candle of the Lord" the use of English possessive received a great amount of attention and the phrase was changed to "Lord's candle." As a result, most of the children are now using the English form. Expansion of their English vocabulary was another benefit of our song writing experience. Almost every child contributed at least one word which he especially liked. Use of the dictionary, glossary and reference books was developed.

Entertaining others

In April our group was requested to present their square dances for the Parent Teacher Association. The children sang their calls without accompaniment and made up words to fill in when the music and action continued after the choral stopped.

At the PTA meeting a group of eight danced two of their favorites, Waltz Quadrille and Red River Valley, while eight others sang the choral for them. Children who did not appear in any of the dances announced and sang the chorals for the others.

As a thank-you for borrowed costumes the children purchased a book to present to the teacher and children of the 4A. A committee of four journeyed after school to the book store and each chose a book. They held a conference while the clerk was with another customer, and came to a decision. This provided an opportunity (Assorted Children, page 29)

COCHISE SPRING

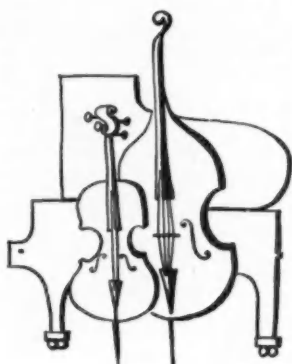
Words and Music by Grade 4-B, Douglas, Arizona

After the rains of the winter; After the snows on the mountains; The
warm sun is welcome. The sun that melts the high snows,
Sending the streams tumbling downward, Warming the valley floor deserts;
Warming the hearts of the people, Warming the earth for the planting.
Bringing the flow'r to the Yucca. The delicate, waxy "Lord's Candle",
Touching with flame Ocotilla After its long sleep of winter.

"**Y**OU teach piano in the schools in Arizona? How interesting!" Arizona teachers who attended the Piano Division of the MENC Regional Meeting last April heard this comment more than once. Arizona is leading the Western States in making piano lessons available to elementary school children. Piano lessons have been an integral part of the Phoenix Elementary Schools' curriculum for twenty years, and Myrtle Knorr, who is now teaching in nine city schools has taught an average of five hundred pupils during each of these past years.

Added impetus

After Dr. Raymond Burrows, National Chairman of the Piano Division, gave demonstrations at the MENC Biennial in Salt Lake City in 1947, activity was increased in Arizona. The program in Phoenix schools was expanded by the music supervisor, Ralph Hess, and classes in piano were introduced into more schools. Edra Smiley, Supervisor in Tucson, started piano classes at the fourth grade level in one



of the schools in her system. Mary Zua Kamp, an experienced class piano teacher taught it to all children in the several sections of the fourth grade in Ft. Lowell School, Tucson.

Two means to the same end

In Tucson the course is required as an integral part of the school music program, the idea being to teach note-reading, ear-training, fundamental harmony, rhythmic perception, and to offer experience in simple accompaniments for singing. The pupils use card-board key-boards at their desks and take turns at the piano. The same procedure is used in small classes in Phoenix with forty minute lessons once a week. However, this program is elective, and the pupils' progress depends on home practice.

The results of these two procedures will be interesting to follow. Which is more efficient—the weekly class of

YES, WE TEACH PIANO In Arizona Schools

MISS MARJORIE SELLERS, teacher of class piano in Phoenix Elementary Schools, tells the story of how new methods in class piano open rich fields for children.

eight or ten pupils who practice at home or the daily class of thirty-five, who may have no outside practice at all? Eventually, perhaps, both methods will be used in one system, the elective classes offered at a higher level than the required course.

The problems involved

One problem of the Tucson method is in-service training for the elementary teachers who handle their own music. These teachers attend summer school classes, work-shops, and lecture demonstrations to familiarize themselves with the new techniques.

One problem of the Phoenix method is finding space for a music room, where the class may be taught without noise or interruption. Basic piano involves the singing approach and depends on ear-training. When classes are taught in a cafeteria, where work and sometimes meals are in progress, or in other rooms that are never entirely free and quiet, the efficiency

of the weekly lesson is lowered. Holidays and special school events cause serious breaks in the schedule.

Tangible results

The effectiveness of the basic piano classes is shown by the happy reactions of pupils and parents. In Phoenix, the children learn to play as soon as classes begin; they can harmonize Silent Night by Christmas of the first semester. They enjoy the activity of playing ensembles and are stimulated by learning in class. Many learn to read well enough to enjoy supplementary music books; others are able to harmonize melodies for home singing. Many parents say that the new method stimulates the pupils more than any they have tried. If the children learn the principles of piano playing and some basic skills while they are at the ideal age of readiness, the fourth grade, the schools will have contributed something vital to the development of the personalities entrusted to them.

THE boys and girls from the third to the sixth grades who belong to my piano classes seem to group themselves into three types. A comparative few are from the exclusive cultural group who already take piano from private teachers and who elect piano class for love of music and for fun. These chosen spirits are interesting to teach. The class techniques of harmonizing melodies and transposing usually strike them as new and delightful. The first creative lesson is received almost with a shock of amazement. It is wholesome for these pupils who have achieved a repertory and been recognized perhaps in Festival Contests to be temporarily baffled by the new activities in the class. They see music emerging in a new and vivid light.

Another precious minority is made up of gifted children who live below the tracks, the underprivileged ones who find in the piano class the fulfillment of secret dreams. To these, no moment of class is wasted. Every morsel of instruction is prized. Every tiny excerpt performed by the teacher is

admired, new assignments are received with joy. These youngsters feel responsibility for sharing what they learn with brothers, sisters and neighbors. New pupils enter the class by their light. This is the group that adds glory and glamour to the teacher's schedule. Instinctively they realize their insecurity—the possibility that something could intervene. For instance, the family might move over the county line and lessons could end forever. These are the pupils who make the entire project seem worthwhile.

The majority of the class is made up of average pupils. Since piano is elective in our district, it isn't, of course, a true cross-section. But it decidedly is not representative of the people who patronize private teachers. Free weekly lessons are announced at the beginning of the term. Janice, Robin, Carmelita, and Jesus have access to a piano somewhere in the neighborhood. Parents are agreeably surprised at this development. These children present the usual classroom problems. They

(Piano Lessons, page 26)



IDAHO



MONTANA



COLORADO

Our Neighbors' PROFESSIONAL HOMES

THE ways in which our professional neighbors have solved their association housing problems are interesting and varied. Some have seen fit to purchase residences which they have remodeled; others have erected new buildings. For your interest, we are carrying reprints of four of our neighbors' houses in this issue of our magazine.

Back in the days when the federal government was subsidizing public building projects on a wide range the New Mexico Education Association felt the need for a new home. Believing their services to be in the interests of the general public, and being able to convince federal authorities of that fact, they were successful in their efforts to secure an allotment from the government. They were thus enabled to erect a lovely and picturesque adobe building in which both architecture and furnishings are in perfect keeping with the old Spanish atmosphere of Santa

I.e. Today, their professional home is a thing of beauty; it is free from debt; and the teachers of New Mexico feel a justifiable pride in their accomplishment.

The Idaho Education Association solved its problem in a somewhat different manner. Finding it possible to buy and remodel a two story brick structure in Boise, the Board of Trustees set about to do the financing in a most ingenious manner. The needed amount, \$35,000, was subscribed by members of the association. These members received debentures in return. These debentures were issued in the amounts pledged and bear four percent interest. They are redeemable after the first year in the same order in which they were issued. The building is of such size that space is rented to the Idaho Congress of Parents and Teachers and to the Inter-scholastic Activities group. Rentals will approximate \$2,000 annually and it is anticipated

that they will cover the repayment of the debentures which have been issued.

Members of the Colorado Education Association point with pride to their professional home which they purchased in 1947 at a total cost of \$60,000. Here is another home which has been remodeled to make space for an educational group. It not only houses the State Association but annually provides some \$5,000 in rent which is used to repay the original cost.

If you are ever in Helena, Montana, don't fail to drive by 422 North Park to enjoy the beauty of the association headquarters for Montana teachers. Here again, a group saw fit to purchase a lovely home and remodel it to fit its needs. On July 1, 1948, a proud staff moved association properties into the new home which provides ample space for educational research, editorial activities, and for meetings of committees and the executive committee of the association.

NEW MEXICO



WITH DISTINCTION --- They Served

Delta Kappa Gamma proudly presents three women educators who have been honored during the past year by their communities for outstanding service to the children and to the community in which they live.

MISS MARIEL HOPKINS . . . MISS MATA E. DEXTER
MRS. HELEN B. KEELING

MISS Mariel Hopkins is the first woman to be chosen as Yuma County's outstanding citizen for 1948, the Yuma Daily Sun's 'Man of the Year' selection.

This woman of many years' devotion to service to her community has set a high record for other Yuma County women. She has been home demonstration agent and girls' 4-H club leader for Yuma County for the past 12 years.

During these years Miss Hopkins has maintained a high record of professional achievement. She has worked patiently for better homemaking practices among the women of the county and in building the girls' 4-H club program to its present active and successful level.

Above all, she has labored to make Yuma County a better place in which to live. She has given generously of her time to aid innumerable worthwhile

projects and organizations in addition to the long working hours of her regular day.

She volunteered to help with the things she believed in, and it is said that she has seldom turned down a call for help from others.

It has been said of her:

"She is always ready and willing to help any club with the project requiring skill in handcraft . . . there is not a club of any kind that has not called upon her at least once . . . to prepare a huge dinner for some important event. She has never failed to make that occasion a success."

Yuma County may well be proud of its first Woman of the Year. She has given unselfishly of herself and in return she has won life-long friends and the respect of her fellow citizens.



Miss Mariel Hopkins

PRESCOTT dedicated its newest elementary school on Sunday, May 15, to a little lady who gave more than 38 years to the teaching of Prescott's children.

Miss Mata E. Dexter, for whom the school was named, was guest of honor at the open house to which more than 500 people came, despite its being a rainy Sunday afternoon.

Built northeast of Prescott, to relieve crowded school conditions, the building houses classes from kindergarten through the sixth grade. It is among the most modern of structures, and its kindergarten rooms, which open directly onto a sun-drenched terrace, have been described as outstanding throughout the southwest. Miss Dexter has said that the board of trustees of the Prescott district could have done nothing finer for her than to name an elementary school in her honor, since the elementary school and the children it embraces are the closest thing to her heart.

Miss Dexter came to Prescott in 1905, from four years of teaching in Pennsylvania. She recalls that her people felt she was coming to the ends of the earth. Prescott was still a wide-open mining and cattle town in 1905. The veterans' hospital was then Fort Whipple, with all the color and panoply of a regular army fort.

Gambling flourished along the famous Whiskey Row, and Miss Dexter recalls a Labor Day celebration in which gambling house proprietors held receptions for the faculty of the Prescott schools. Only two schools were in Pres-



Seated: Miss Mata E. Dexter

Former first grade pupils of Miss Dexter call to honor her when the Mata E. Dexter School is opened on May 16, 1949. Left to right: Dr. Taylor Hicks, school board member and practicing dentist; Mrs. Roberta Pfister, program director, KYCA; Miss Emma Andres, operator Andres' store; Kenyon Trengrove, owner Crystal Ice and Fuel Company.

These three educators who have been so especially honored are active members of the Delta Kappa Gamma, educational sorority for outstanding women educators.

cott then, one of which was Washington school. It was in Washington elementary school that Miss Dexter spent 38 years, as primary teacher, supervisor and later principal. She was away from the school only one year, when she served as principal of the Lincoln school.

Her salary, that first year in Prescott, was \$80 a month for a 10 month period. Conditions were crowded then, too, with Prescott growing. She remembers that she taught two sessions of first grade, a number of years, and often had as many as 50 in her classes.

knowledge and ability as an administrator she has contributed greatly to this community.

"So today, as we are here to dedicate this school, we look forward to the great part it will play in the building of strong minds and characters. We look forward to cultural and educational influences it will have on coming generations. Down through the years it will serve as a monument to one whose influences meant much.

"There is no more appropri-

in 1914, and served in that capacity until elected county superintendent of Cochise County schools in 1920 where she served for four terms.

TOO MANY

The Principal introduced a little blond boy to a fourth grade teacher whose group already consisted of 48 typical, curious, energetic American children.

It was no fault of his that he stood there facing an already overburdened school teacher. What would she say? The last time he had entered another school under similar circumstances the teacher greeted his introduction with, "What do they expect? I al eady have too many. But come on in, you can sit and sit and sit like the rest of them." What would this teacher say? There was a momentary silence. The lad began to wish that he weren't there. Probably this teacher too, didn't want him.

Then the teacher smiled and his world changed. She said, "It is so nice to meet you. I am sure that my other 48 friends in the class will welcome you and I am sure that we will all enjoy having you with us. I hope that you enjoy your work in my class. I feel honored to have you assigned to me".

This is not to argue for large classes. It is to argue for civil reaction from teachers to these little ones until we get the adjustments made in our Public Schools with reference to adequacy of rooms and teachers.

We should remember that these children are not responsible for the conditions which obtain in our Public Schools, and that regardless of conditions they are entitled still, to civil treatment at our hands, and to happy association in school.

LAFE NELSON, Superintendent
Safford Public Schools



Mrs. Helen B. Keeling and pupils.

THE dedication ceremonies for the Helen Keeling School in Tucson were drawing to a close. It was the afternoon of March 4, 1949, and the voice of W. R. DuBois, President of the board of education, rang with sincerity as he said:

"Back in 1930, there came to our school system, as a member of the faculty, a teacher whose influence has been strongly felt in this community over the past 19 years—a teacher, who through her strength of character, her knowledge and use of diplomacy, her ability and willingness to give counsel and guidance, has effected an educational standard in our school system. Through these several years, she has made herself a part of the lives of hundreds of children. Her influence has been felt in many of our homes—she has earned a place in our hearts. She has—and is—serving this community well. Sixteen years ago she became principal of our elementary school. Through her

ate recognition — there is no higher honor we can bestow—there is no better way we can show our love and appreciation than to name this The Helen Keeling School—honoring Helen Brown Keeling for her many years of gracious and efficient administration of Amphitheater elementary schools."

The teachers and pupils of the Helen Keeling school, a modern 12-classroom building for younger pupils, had prepared the music and setting for the dedication. The bronze plaque at the base of the flagpole was the place of the exercises. The flag was raised by the pupils of the school and Mr. DuBois was introduced by Paul E. Guitteau, superintendent of Amphitheater schools.

Mrs. Keeling was the first woman to be elected president of the ARIZONA EDUCATION ASSOCIATION, 1922. She received her teacher training at Teacher's College in Indianapolis, Arizona State College at Flagstaff and the University of California at Berkeley. She began her teaching career in Douglas in 1911, was made principal of the elementary school

THE HUMBLE IS GREAT

This man is great and yet was so humble, that he would write upon wrapping paper when he could have had the finest of all stationery. His statue in a magnificent marble chair in the city of Washington towers above all things, and in Newark, New Jersey, it rests on a bench where boys and girls may sit upon his knees.

At the risk of his work, he defended the underdog, at the risk of his life, he gave moral support to his men, and for the love of all, he fought for equality. There was no space for hate in his over-sized, unselfish heart, but always a little more room for a timid child, and just as much for men who firmly thought that they hated him.

He is the immortal Abraham Lincoln.

Beatrice Katamoto
McKinley High School
Honolulu, Hawaii

The UNITED PROFESSION Takes Action!

The voice of 3000 teachers resounds across the nation—

Delegates to the 87th Annual Meeting of the National Education Association representing 825,000 teachers throughout the United States and its territories, officially voted to bar members of the Communist party from employment in American schools.

In taking this action, the 3000 delegates who participated in the convention at Boston July 3-8 declared, "As a measure of defense against our most potent threat, American schools should teach about communism and all forms of totalitarianism, including the principles and practices of the Soviet Union and the Communist Party in the United States. Teaching about Communism does not mean advocacy of Communism. Such advocacy should not be permitted in American schools."

Communists shall not be employed

"Members of the Communist Party shall not be employed in the American schools. Such membership involves adherence to doctrines and discipline completely inconsistent with the principles of freedom on which American education depends. Such membership, and the accompanying surrender of intellectual integrity, render an individual unfit to discharge the duties of a teacher in this country.

"At the same time we condemn the careless, incorrect, and unjust use of such words as 'Red' and 'Communist' to attack teachers and other persons who in point of fact are not Communists, but who merely have views different from those of their accusers. The whole spirit of free American education will be subverted unless teachers are free to think for themselves. It is



A. D. (Andy) Holt, NEA President

because members of the Communist Party are required to surrender this right, as a consequence of becoming part of a movement characterized by conspiracy and calculated deceit, that they shall be excluded from employment as teachers and from membership in the NEA."

The delegates' action thus establishes as formal policy for the national professional organization of teachers the recommendations made a month ago by the NEA's Educational Policies Commission in its report on "American Education and International Tensions." In the report, which was presented to the convention, the Commission also expressed great concern about the financing of the nation's schools, now chiefly paid for from taxes upon real property.

"Public schools are now supported primarily from state and local revenues," the report of the Commission noted. "Such revenues do not respond so flexibly to rapidly rising costs as do other sources. This is one reason why the federal government should provide funds to help the states to adjust school expenditures to the new high levels."

President Truman sends a message

President Truman in the following telegram to Miss Mabel Studebaker of Erie, Pa., NEA president, joined the delegates in advocating federal aid to education to help strengthen the nation's school system:

"You and all the teachers you represent are engaged in a task of the

utmost importance to our national welfare. The trainers of our children and youth are a bulwark of good character, good citizenship, and good government, and I greet them as such. I have repeatedly pledged my support to federal aid to the states in the amount of three hundred million dollars annually for the purpose of more nearly equalizing educational opportunities and improving the salaries of our teachers. As you know, such an appropriation was provided for in the budget for this year and a bill has been passed by the Senate. I fully expect the House committee and the House itself to take early and favorable action on this subject. I hope to have the pleasure of signing a satisfactory federal aid bill before the close of the present session of this Congress."

The new NEA president

In a spirited election contest Dr. A. D. Holt, executive secretary of the Tennessee Education Association, Nashville, Tenn., was chosen by the delegates to serve as president of the Association for the coming year.

Dr. Holt was born in Milan, Tennessee, on December 4, 1904; he attended the elementary and high schools of his home town. He obtained the B. A. degree from Emory University, Atlanta, Georgia, and M. A. and Ph.D. degrees from Teachers College, Columbia University. He began his teaching career in a two-teacher rural school in Gibson County, Tennessee in 1926. Upon graduation from college in 1927, he accepted a position as teacher and athletic coach in Humboldt High School, Humboldt, Tennessee.

After one year Dr. Holt entered Teachers College, Columbia, for work on his master's degree. In 1929, he returned to Tennessee to become principal of the Training School and director of teacher training at West Tennessee State College, and has had many years experience as a teacher and administrator in the schools of Tennessee. In January, 1937, he was elected as executive secretary-treasurer of the Tennessee Education Association.

He volunteered for Army service in April, 1943, and was given the rank of Captain. In the discharge of his Army duties, Major Holt visited every state in the Union, and conferred with state and local school officials concerning the part their schools could play in the war effort.

THE TEACHER

Behind her ink-stained desk, as on a bridge
Above a deck of upturned eyes,
She sits the captain of a noisy crew
That little cares where Knowledge lies.
Adroit, discreet, her sternness but a mask
To leave her mistresses of tumultuous youth,
She trims the sails of discipline and steers
The devious course that leads to Truth.
Staid watcher of soft growth still April-small,
She, from the calm that autumn bring,
Sees life reborn in yearly bursts of bloom
And old despairs made glad with spring.
And sensing from the bud the open flower,
She guards those petals half-unfurled,
And in a casual hand made white with chalk
She holds and moulds the coming world.

—ARTHUR STRINGER

Reprinted by permission from the *New York Times* for April 30, 1947.

ARIZONA EDUCATORS attend National Conventions

Twenty-nine Arizona educators attended the conventions of the National Education Association in Durham, New Hampshire, and Boston. These teachers have returned home with enthusiasm for the work which is to be done in making the teaching profession the greatest profession in the world. It is not unusual to hear one of them say, "I learned a lot that I'd like to share with other teachers." In fact, while still at the conventions this group of enthusiasts requested your executive secretary to make it known that they stand ready to report to any group which wishes them to do so.

You are urged to scan the list of names of those who represented you at the convention of the National Education Association and to request those nearest to spend an evening discussing their experiences with your local association or at your school. For your convenience, the names of those who represented you are listed below.

Casa Grande

Clarence E. Fishburn

Chandler

James L. L. Chisholm

Flagstaff

Dr. Agnes M. Allen

Miami

Mrs. Cora T. Dunsmore

Phoenix

Arnold Bereit

Miss Regna Breneman

Marion L. Brooks

Mrs. Hester Combs

Miss Mary Dunsmore

Miss Delamae Fox

Mr. Vernon Hathcock

Walter Maxwell

Miss Winona Montgomery

Miss Thelma Parks

James I. Stewart

Mrs. Nell Wilcoxon

Miss Rose Williamson

Prescott

Miss Mary Kramer

Tolleson

Ivan Wade

Tucson

Rollah Aston

Mrs. Ethel Barnes

Miss Goldie Gibson

Thomas Hull

Miss Frances Kohler

Miss Cecilia Szymkowicz

Miss Alice L. Vail

Miss Laura Wade

Winslow

Miss Teresa Lee

Mrs. Hazel Savage

LOYALTY OATHS

(From page 7)

tors and certain government figures are largely a reaction from the Cold War. I decry the attaching of a Communist label to anyone who suggests that this country has not yet reached perfection. Certainly analysis and criticism are vital functions of the college and university. If we are to have alert citizens, the American public must be led to understand that on the secondary school level a teacher must be free to discuss the role of government during periods of social change.

"For 50 years, schools have done a bad job communicating to the people just what the educational job is. The public has thought of schools as loafing places, centers for methods by which money can be made, or the social ladder can be climbed. So now, in a period of great need for freedom of inquiry and discussion, we hear that the teacher should go back to the cloister and not let his students learn any more about the real world than he can help."

Dr. Hutchins voiced the belief that teachers have been derelict in counter-attacking the present wave of hysteria. Particularly he lamented the growing tendency of permitting pressure groups to be the prime authority in determining the content of courses of study and the kinds of textbooks used in schools:

"Granted that education cannot survive if it is contrary to the wishes of the people, how can the House Un-American Activities Committee take on the specialists' job of determining (as it is trying to do) what text and reference books should be used by colleges? We cannot acquiesce to the whims or passing fancies of special groups of the public. Either educators know what education is or they ought to quit!"

"No textbook or teacher should advocate subversive doctrines, but each has the right and duty of teaching the good and bad points of all systems of government and of controversial issues such as socialized medicine, consumer cooperatives, labor unions, or federal aid to education. There is a real need, for example, to teach about Communism, which is an entirely different thing from advocating such a system of government."

Indicts guilt by association

The calmness for which he pleaded in discussion of current problems was evident in the manner of this man who has been called "the most controversial figure in American education." Fully conscious of a legion of detractors, of

the fact that his is almost a lone voice among national education leaders in resistance to "intimidation," he showed no tension as he freely answered questions which would have evoked evasion by many public figures. Courage, realism, and careful consideration were echoed in his words as he tackled yet another "hot" question:

"Do you believe, Dr. Hutchins, that a teacher's political activities, his membership in organizations, his social, economic, or religious views, should play any role in his appointment or re-appointment to a school position?"

This was answered by the chancellor with an emphatic "No!"

"If you start regulating extracurricular activities of teachers by any other standard than the law, there eventually will be firing of instructors because they are Jewish or Catholic or are Masons. I do not believe in guilt by association. The yardstick should be competency and the law. And the judges of this competency should not be the school board, a board of trustees, or the chancellor—the professors or the teachers should be the judges. After all, a person cannot teach in a classroom year after year without revealing his competency or lack of it, his objectivity or his bias. Should not specialists—that is, fellow teachers—be the ones to judge those charged with unprofessional actions?"

Hutchins smiled ruefully as he was asked to prophesy whether the "witch hunt" will increase or lessen in intensity during the next few years. His reply was straightforward:

"I am sorry that I can only be pessimistic about this situation. In the first place, I do not see sufficient leadership in education to bring to the public the idea of calm, dispassionate inquiry as a solution to present tensions. I believe that if the recession deepens, the baiting of liberals will be an even more popular form of amusement used to divert the people from the real facts of life. There will be more 'cloak and dagger' work, more and more investigations. Of course, if the recession doesn't become drastic or last very long, if we could come to some terms with Russia so that the government would not frighten us every morning and evening with bogey-men, then I think the ordinary common sense of the people might prevail."

He was silent for a moment. There was now a hint of weariness to his face, a drawn look around the eyes. (Loyalty Oaths, page 44)

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☐ You may include our school in your schedules. We prefer to have pictures taken, Month _____ School Year _____

☐ Want more information—Have photographer call.

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School _____

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PRAIRIE TEACHER WITH IDEAS

A rural high school teacher builds a unique mathematics laboratory where students "figure out" their problems with concrete visual aids."



RES SPECIAL TO STATE EDUCATION JOURNALS

IN the snowcovered streets five youngsters were at work, figuring the heights of the few frame buildings in the lonesome prairie town. Each had built for the purpose a clinometer of old hockey sticks and scraps of wood, and painted it red and white.

The Chinook, Alberta, high school math class takes field trips as a matter of course. If the snowplow comes to town they go out to study its inclined plane. Indoors they work in a unique math laboratory. Their teacher, John Charyk, believes that one must "increase the understanding of the abstract by increasing the base of the concrete."



"First you learn things you don't understand . . . then you learn to understand them!"

Twenty-four leaders from all parts of the United States made up the NEA delegation to the Third Delegate Assembly of the World Organization of the Teaching Profession held in Berne, Switzerland, July 18-23. Wm. F. Russell, dean, Columbia University, was elected president. Wm. G. Carr is secretary general.

Everything moves

Chinook, where John Charyk has taught for eight years, is a grain elevator, a railroad station, a collection of frame buildings, population 125, in the drought area of western Canada. The 67 children in its school come by car, walk, ride a horse, or ski across the nine miles of treeless plains from the farmhouses to the brick schoolhouse at the edge of the village.

Inside, just off the large well-equipped science laboratory, which in itself is remarkable in a three-teacher country school, is another smaller lab, a closet-sized windowed room housing a strange world of hockey sticks, string, pieces of sifting screen, brightly painted blocks of wood in odd shapes and set in patterns that look like modern art. Everything moves, everything is hinged and comes apart and fits smoothly together again. Making it move is an old museum trick to get people to look at an exhibit; the curator who sets up a push-button to turn on a light knows that twice as many people will push and look than if the light burned steadily.

"You just figure it out"

The queer shapes, which are actually carefully constructed cylinders, cones, squares, and hyperbolas, are part of a math lab. "When you don't understand something," explains a student, "you just come in here and figure it out. It makes a problem so clear!" A boy clarifies a trigonometry problem, for example, by setting up a tower (broomstick handle cut to size) in one of the holes of a screen (used by farmers to sift weeds from grain), and hooking hat-elastic from the top of the tower to the proper distance away, counting holes in the screen to get the structure in scale.

Most of his equipment Mr. Charyk makes himself, but to learn trigonome-

try his students build clinometers, then go forth to sight angles and figure heights.

Mr. Charyk uses three dimensional and spherical as well as flat "blackboards," writing in colored chalk, for instance, on a white plaster-of-paris globe.

Everyone can see

When he gets out his white wooden right triangle, and attaches blue and white checkerboard squares to its sides, anyone can see that the square of the hypotenuse equals the squares of the other two sides.

Teaching in the air force confirmed him in his conviction that for the best teaching one needs concrete visual materials. His science room is a museum of pickled biology specimens, animal skeletons, bird eggs, rocks and fossils, some of it purchased, some of it scavenged. For social studies he uses charts and maps, bulletin boards alive with clippings, such periodicals as the Sunday New York Times, the Christian Science Monitor, Time, Newsweek, Life, and others. The projector for film slides is set up on his desk in the classroom in a matter of seconds, eliminating the disturbance of frequent trips to the auditorium for "pictures."

What better tribute?

His students, working among the science specimens and math tools in the labs while he teaches in the classroom, say, "He lets us come out here to work and study as long as we don't fool around."

Not many of them "fool around." Of the 44 graduates in the years 1940 to 1947, more than half entered the University of Alberta, seven became nurses, five took business courses. The youngsters who go to his school want to keep learning. What better tribute could he have?

Excerpts From A

UNIVERSITY CALENDAR

Mom's and Dad's Day — October 15

Homecoming — November 5

SEVERAL thousand Moms and Dads and Alumni visit the University of Arizona campus every year, and Mom's and Dad's Day and Homecoming dates should go on their calendars early in the fall.

University administrators think it a good idea that parents visit the campus where their sons and daughters make their home away from home for four years. The invitation to do so is open the year around, but on Mother's and Dad's Day and Homecoming Day the entire student body turns out to greet parents and alumni. Both dates become festive events on the campus.

For Alumni it is more than a visit to former study halls. It is the opportunity to again shake hands and visit with old school-mates which elsewhere might never occur.

You'll be amazed at the advantages the modern progressive University of Arizona offers your sons and daughters. If an Alumnus too, you will marvel at the strides your Alma Mater has taken in the daily pace of modern living.

UNIVERSITY OF ARIZONA
TUCSON

"It's News To Me"

These are announcements by the manufacturer of new products which we believe will be of professional interest to educators. Look for them in your school store.

Fraction Trainer, created by a California schoolman, comprises 6 plastic colored discs, 8 inches in diameter,—a whole disc, halves, quarters, eighths, thirds, and sixths. All 24 parts fit on the base-pins and are interchangeable. This new aid for teaching and learning arithmetic, kindergarten through grade 6, provides concrete materials, stimulates pupil interest; speeds learning; and improves manipulative skills. (Robinson-Howell Company, 641 Mission Street, San Francisco 5, California) **Stylist** is a popular priced feather-weight portable sound projector. It includes a complete 16 mm sound projector, 8" Alnico speaker, amplifier cords and accessories all in one luggage-type carrying case that weighs less than 29 pounds. Requires only seconds to lift off carrying case, plug in the power cord, snap the permanently attached reel arms into place . . . you are ready to show a full length, theatre quality sound motion picture. (Ampro Corporation, 2835 N. Western Ave., Chicago 18, Ill.) Cut 1½" x 1½" available.)

Instructive "Luster Clays" Ready to use. No mixing nor firing needed. Kit complete with 5 jars of different colored clay, stem and leaves. New hobby. Create corsages, place cards, decorations, ear-rings, brooches. Simple to work, even for beginners. Non-toxic. Will not stain hands. Dries to hard, lustrous finish in a few hours. Illustrated instructions included. (Luster Art Co., Box 2532, Salt Lake City, Utah.) Cut 1½" x 1" available.

Vismatic Green Chalkboard Coating can be applied over old-fashioned black slateboards, converting them to a sight-saving, restful green recommended by leading school lighting authorities. Flows evenly and is easy to apply with either a brush or a spray gun. It hardens in 48 hours. Its dark green color is lightened several shades after a few days of use when chalk dust is distributed evenly over the surface. (The Glidden Company, Cleveland, Ohio)

The Magnecorder Model PT6-JA professional magnetic tape recorder brings to the school the fidelity and versatility demanded by the radio broadcasting industry. It is designed specifically for the critical teacher and clinician who require good reproduction. Features include high-speed forward and rewind, simplicity of operation and

(News To Me, page 35)

how to REMODEL A HOUSE

It needs a larger kitchen, and a bigger front porch. So—blow it up, and sleep in a tent!

Does that make sense? Certainly not! But it's as sensible as a lot of the lopsided logic advanced by people who want to saddle this country with Socialism.

These people are attacking the established and proved electric light and power industry. Here's how they reason: "Sure, in one lifetime, the business-managed companies have brought electric service to most of America. Sure, wartime shortages held expansion back in some places, but there are still a few people who don't have electricity. Sooo—

"Tear it all down and start something else! Put the business-managed electric companies out of business, and let the government take over."

Does that make sense? Just about as much as the theory that you need to blow up a house to put on a bigger porch.

The American way is a good way of life—the best in the world. It can be made better—by building it up, not tearing it down. Ask your friends and neighbors how they feel about this creeping Socialism, and government entering into business through unfair competition with its own citizens.

"MEET CRRILISS ARCHER" for delightful comedy. CBS—Sundays—9 P. M., E. T.



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You may select your Accident and Sickness monthly indemnity from the schedule below.* The Accidental Death and Dismemberment Benefit is ten times the amount of monthly indemnity.

PLAN I ACCIDENT AND SICKNESS INCOME ONLY				PLAN II MEDICAL EXPENSE ONLY			
Class	Accident and Sickness Monthly Income	Accidental Death and Dismemberment Benefit	Non-Disabling Injury Medical Expense	70-Day Maximum Hospital Benefit	Maximum Hospital Services Benefit	Maximum Surgical Benefit	Polio-myelitis Benefit
1	\$ 50.00	\$ 500.00	\$25.00	\$7.00	\$140.00	\$200.00	\$1,500.00
2	100.00	1,000.00	25.00	7.00	140.00	200.00	1,500.00
3	150.00	1,500.00	25.00	7.00	140.00	200.00	1,500.00
4	200.00	2,000.00	25.00	7.00	140.00	200.00	1,500.00
Dependents	None	None	None	**6.00	90.00	200.00	1,500.00

*Not to exceed 80% of monthly salary.

**31-Day Maximum Hospital Benefit for Dependents.

HOW TO QUALIFY FOR THE NEW GROUP INSURANCE PLAN

Individual NEA-AEA members may qualify immediately. First, they should write or call their AEA Headquarters Office for (1) the booklet which provides complete information about the PLAN, and (2) the Application and Health Statement form.

But in most schools where members want the PLAN, teachers and school administrators will want to enrol as a group. Then no one is required to submit a Health Statement—everyone may qualify, regardless of health history. In order to enrol as a group, at least 60% of eligible members must accept the new benefits. Representatives of the PLAN will visit schools to answer questions and help members enrol themselves and their dependents.

School faculties and local teachers' organizations interested in group enrolment should

file early requests for the services of PLAN representatives. These representatives will be very busy for a number of weeks to come, since the entire state must be covered.

New teachers (those serving their first year in Arizona schools) may enrol without filing a Health Statement, at any time before November 15, 1949.

The new AEA GROUP INSURANCE PLAN is underwritten by the OCCIDENTAL LIFE INSURANCE COMPANY OF CALIFORNIA, the same company that has for 12 years underwritten the Accident and Sickness insurance that has been available to Arizona teachers.

The new AEA Group Insurance Plan goes into effect November 1, 1949. For full details write or telephone your AEA Headquarters Office in Phoenix.

Compare Dollar-for-Dollar—Benefits and Premiums... COMPARE!

GROUP INSURANCE PLAN

ACCIDENT and SICKNESS INCOME
HOSPITAL and HOSPITAL SERVICES BENEFITS
SURGICAL BENEFITS — "POLIO" BENEFITS
Coverage For Your DEPENDENTS

YOU can "tailor make" an insurance program for yourself and for your family, selecting the coverage to fit your needs. For full information, please write to your AEA Headquarters Office, 812 North First Street, Phoenix.

TOTAL COST ...

Summarized below is the cost of the program which you have selected. The rates are furnished on the basis of Quarterly, Semi-Annual and Annual payments.

Class	PLAN I Accident & Sickness Income Only	PLAN II Medical Expense Only	PLANS I & II "Combination" Plan
<u>Quarterly</u>			
1	\$ 4.50	\$ 6.16	\$10.31
2	9.00	6.16	14.41
3	13.50	6.16	18.56
4	18.00	6.16	22.66
<u>Semi-Annually</u>			
1	8.90	12.15	20.30
2	17.75	12.15	28.40
3	26.60	12.15	36.50
4	35.50	12.15	44.65
<u>Annually</u>			
1	17.50	24.09	40.09
2	35.00	24.09	56.09
3	52.50	24.09	72.09
4	70.00	24.09	88.09
COST OF DEPENDENT COVERAGE (ADDITIONAL)			
	<u>Quarterly</u>	<u>Semi-Annually</u>	<u>Annually</u>
One Dependent	\$ 5.11	\$10.05	\$19.90
Two or More Dependents	10.19	20.17	39.93

New!

Two Outstanding Books for Teachers

CHILDREN LEARN TO READ

By David H. Russell

Explains how children develop reading abilities. Examines research and good practice; then applies them to reading problems. Gives the teacher better understanding of her task—deeper insight into a child's reading achievements in relation to his over-all development. Among other topics, Dr. Russell discusses in illuminating style reading interests, creative reading competences, vocabulary abilities, individual differences and evaluation.

In Part I he considers background material; in Part II, the entire program of reading instruction, citing typical goals and activities at different levels. In Part III Dr. Russell brings out the fact that reading is not a simple process but a complex of various abilities which grow continuously from infancy through junior college years at least. He shows how development of reading abilities reflects other phases of increasing maturity.

YOUNG CHILDREN LEARN TO USE ARITHMETIC

By Lucy L. Rosenquist

This practical book does two important things: (1) It shows an excellent method of teaching the number system to Grades 1 and 2. (2) It demonstrates how to have pupils use the number system in their activities in such a way that the results will be both *interesting* and *meaningful*.

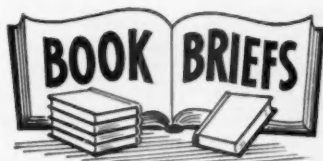
The suggestions teach quantitative ideas by using games, ten-pins and other media that children enjoy. The teacher will find plenty of help in evaluating the child's learning. To measure his progress in understanding the number system, the author suggests not only the accuracy of his responses but the maturity level at which he works to get them. A survey test of pupils' number abilities is also included.

Please Ask for Descriptive Circulars 444 and 67

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AMERICAN EDUCATION AND INTERNATIONAL TENSIONS, by the Educational Policies Commission of the NEA. Every teacher should make this a must on her reading list. It is the much talked about publication which takes a clear cut stand on the question of the place of education in current world affairs.

CHARACTER EDUCATION, by Henry Lester Smith, surveys the practices in character education in the public schools of the United States. Published, in cooperation with the NEA, by the Palmer Foundation, whose purpose is "... to foster and promote thru the public schools and otherwise those basic principles of morality which are common to all civilized races and religions ...".

COMICS, RADIO, MOVIES,—AND CHILDREN, by Josette Frank. This pamphlet furnishes a comprehensive, readable analysis of the most controversial new media for reaching the masses. Recommended to parents, teachers and civic leaders.

EDUCATION FOR ALL AMERICAN CHILDREN, is a report of the Educational Policies Commission of the NEA. The Commission reviews educational practices thruout the United States and discusses the transition period which the public schools are currently facing.

GULLIVER'S TRAVELS, RIP VAN WINKLE AND THE LEGEND OF SLEEPY HOLLOW, AND KIDNAPED are three attractive books which will prove exciting fare for many students in junior and senior high school. These classics have been re-written so that children from the sixth grade up will experience no difficulty in reading them. Vocabulary has been simplified, but the story thread remains the same. Published by the Steck Company, 1949.

HELPING HANDICAPPED CHILDREN IN SCHOOL, by Edward William Dolch, PhD. In this volume Dr. Dolch presents and discusses techniques for identifying and teaching the handicapped child in the classroom. Published by the Gerrard Press, 1948.

TEACHING POSTURE AND BODY MECHANICS, by Ellen D. Kelly. This book is intended for teachers, parents and physicians who teach body posture. The text describes standards of body mechanics and includes the activities thru which they may be taught to

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



These are HUMANETTES—a combination of people and "pin-ups"

Halloween Humanettes

Classroom fun for everyone. Easy-to-do directions below:



Ever make a Humanette?
It's easy!

1. Draw figures, large or small—witch, cat, skeleton, man-in-moon, etc.—on paper. Cut out. Dress with crepe paper or real togs. Fasten with Scotch tape, pin or sew.

2. Hang up old sheet. Cut head slits, high as cast—long enough for heads to go thru.

3. Pin figures to sheet at base of head slits.

4. Then cut arm slits where they belong. (Head of one person, arms of another give non-synchronized, comical effect.)



5. Cast pops heads and arms through slits—and the show is on.

Divide class into several Humanette groups. Each devises own stunts to entertain the other groups.

Let laughter be the judge. Group which gets most laughs, wins.

Here are 3 novel ideas for using Humanettes for this day of fun:

Dramatize a folk song. For example—"Old MacDonald Had a Farm"—let witch sing while other HUMANETTES take part of animals, making appropriate noises, expressions and gestures.

Give a style show to "A Pretty Girl Is Like a Melody." Have commentator discuss style of witch's broom, cat's whisker length, skeleton's hat, etc.

Do a musical pantomime. HUMANETTES synchronize lip movements to background vocals of phonograph or singing group, but make no sound.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum
is your standard of quality for real chewing enjoyment.



children of all ages. Published by A. S. Barnes and Company.

THE FORTY-EIGHT STATE SCHOOL SYSTEMS, published by the Council of State Governments, contains the results of a study made by request of the Governors at their conference on June 16, 1948. It is a compilation of materials which were assembled thru the offices of the governors of the states. It is the first of its kind and should be of value to all interested in education.

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Editor, Arizona Teacher-Parent
812 N. First St., Phoenix, Arizona

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the Accounts Best Suited to Your Individual Needs.*

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Piano Lessons

(From page 12)

test the teacher's resourcefulness.

How we learn

If, by some circumstance, they were to engage private lessons, they would probably fail. These children learn by class momentum. For instance, a new chord pattern is introduced. The instruction is given at the keyboards. Janice, who is lazy, goes to the piano and is stumped. Carmelita, very shy, goes next and fumbles. Don goes, plays the passage correctly. Janice and Carmelita, when their turn comes again, have learned from Don. The teacher can save her breath, because the children do frequently teach each other. The old conception of music lessons meant the single current of interplay between teacher and pupil. Class method offers a rich texture of stimulus. The slow thinkers learn from the others. None of these pupils would make a private teacher proud.

But when the mid-year demonstration comes and the mothers see Janice and Carmelita play their folk tunes with simple harmony in ensemble with satisfactory rhythm, they are extremely proud. Sometimes when a pupil appears hopelessly slow to the teacher, the mother offers her thanks for all she has done for her child. Often she shyly asks where a piano can be bought cheap. Or perhaps the parents enthusiastically purchase a new piano. As summer approaches, the parents inquire about private teachers. They ask what teachers teach this same way. Their children have learned to play simple accompaniments for home singing. They spend much time playing for fun. They are beginning to improvise.

A program to fit

When some individuals in a class surpass others in learning to read notes, supplementary music is handed to them. This serves as a stimulus to all. The fresh new book, or the beguiling sheet music is an incentive to the plodders and the stragglers. The admiring audience of class-mates encourages the performers. Frank criticism saves the teacher the work of repeating corrections. Class singing restores the rhythm when it is lost. Ensemble playing or playing accompaniments teaches rhythm better than any amount of private instruction on the subject. Of all the benefits of class piano, it is probable that the training in rhythm is the most vital. Interpretation is taught also with the help of the singing voice. The expression marks are observed from the very first folk song in the first lesson. When it is artistically sung, it isn't difficult to play it the same way and the results please the ears of the class.



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You can order Greyhound's latest attractive wall display in time for this term's classes! Lithographed in full color, and measuring over eight feet in length, it depicts famous pageants and festivals across the nation. It can be thumb-tacked to the wall, full width, or in sections. With it come four lesson topics, describing scores of American regional celebrations, their origin, their significance, their educational value.

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graphed wall displays are among the most popular and useful teaching aids ever produced—and nearly 300,000 of them have been provided at the requests of teachers and librarians throughout America.

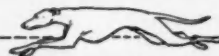
You'll find these displays and lesson topics thoroughly interesting to you and your classes . . . and you'll also find Greyhound the best and most economical way to reach all of these great and gay events. Just mail the coupon.

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For special teachers' trips, tours by student groups, and group travel to out-of-town athletic events, Greyhound charter coach service provides the ideal, pleasant, low-cost way to go. Your group is easily kept together. You go direct from school to stadium or meeting place—safely and without change of transportation. Ask your Greyhound agent about charter service.



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Mail this coupon today for your FREE copy of the latest Greyhound Wall Display "Famous Festivals," and 4 lesson topics. (Only one display to a classroom, please.) Send coupon to Greyhound Information Center, P. O. Box 815, Chicago 90, Illinois

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A BRIGHT NEW SCHOOL YEAR — A BRIGHT NEW COMPTON'S

This happy scene is occurring in hundreds of classrooms across the land as the new school year begins. Children and their teachers, just returned to school, are eagerly anticipating the rare store of information awaiting them as they open their bright new Compton's.

A steadfast friend to the young student—an unfailing aid to the busy teacher—Compton's Pictured Encyclopedia is the first and last resort for those "thousand-and-one-question" days that lie immediately ahead.

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Write for free materials listed below. Get your request in now. Supply limited.



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While they last, any one of the following booklets—

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For information, prices and terms on the 1949 Compton's, write to:

W. L. McGOWEN, District Manager

1709 West 8th Street

Los Angeles 14, California

Assorted Children

(From page 11)

for reviewing proper conduct while on the streets, in stores and in the eating place where we stopped off for a cool drink. The two boys displayed very good manners in ordering and in paying the check.

At school next day the book was discussed and plans to present it formed. We visited the room of the children who had loaned us the costumes and were entertained by their dances. After a treat of ice cream we went back to our own school. The children talked about their new friends and the party given them.

Accomplishment

My only basis for measuring growth was *My Weekly Reader* tests. In May, 1948, the average reading grade level had been 3.2 years; now, in May, 1949, the same test showed an average of 4.5 years. During that time three children with high reading scores were promoted; therefore, there was an even greater average reading growth than the test indicated. The week the school closed many of the children asked about next year's activities. They made plans to continue some of those carried on this year and when asked what they liked best of all the things we had done their answers indicated that they really love to be in school when they are treated as individuals and each can contribute to the group. A few children mentioned only one or two activities but some had as many as twenty listed. One child had listed all except the group games.

Now at the close of the second year with this group three more are ready to enter classes better suited to their chronological and social ages. Except

in a few cases where out of school conditions are extremely bad I have a happy, well-adjusted group, each con-

tributing to group well-being and each with the respect of the class even though he may be slow in some things.

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The Chinese call it
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樂 可 口 可

Reprints of the picture in this advertisement, without the advertising text, for use in your classroom will be sent free upon request. Address The Coca-Cola Company, Atlanta, Georgia.

With singular appropriateness, the Chinese symbols for Coca-Cola translate to the elementary meaning of "the drink that makes the mouth happy." Legendary Cathay—once the goal of occidental explorers—has made its own discovery of one of the simple treasures of the western world: delicious, refreshing Coca-Cola. The Orient has learned to play refreshed and work refreshed—with wholesome Coca-Cola.

YOURS... for the asking

Factual, informative material on many subjects and for every grade will be sent you promptly upon request. For fast service, use the coupon below.

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10. **Better Health Through Better Eating Habits** — New classroom aids for teaching good nutrition at various grade levels are described in an illustrated leaflet. Developed by specialists in nutrition and education, these supplementary materials stress all food groups, in their proper inter-relationship. They are available to teachers without charge on request. (Wheat Flour Institute of the Millers' National Federation)
11. **"On the Railroad."** An informative 21-page booklet on modern American railroading. Contains photographs. Other illustrations in full color. Recommended for grade school reading rooms and libraries. One to a teacher. Not available in classroom lots. (Association of American Railroads)
12. **"Questionario Game"** is not an intelligence test, but a game with an educational motive. It is divided into nine groups, according to ages, with 50 questions for each age group. Correct answers are given on the reverse side of each question page. (F. E. Compton & Company)
13. **"Encyclopaedia Britannica Films"** new 44-page catalog describing 322 films and containing several area correlations for their use in the school curriculum is now ready. (Encyclopaedia Britannica Films)
14. **Aids to a Health and Nutrition Program** is a catalog of the materials planned to meet in a practical way the needs of the academic teachers, the specialist and the administrator. (General Mills, Inc.)
15. **Basic Outline of nutrition education** program is a descriptive leaflet telling about four evaluation devices offered for a study of school lunch programs. The charts



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by Dorothea Pellett

Director of Visual Education, Public Schools, Topeka, Kansas

(Films are 16 mm black-and-white, sound, unless stated otherwise; identified by producers' names; may be secured from them or from local distributors.)

Preserving Food (10 Min. Color Also. Coronet) Out of a bag of groceries, along with bread, milk, fresh fruits and vegetables, come the reasons for food spoilage and how to prevent it. Future homemakers in junior and senior high learn of four types of spoilage, and


see mold and bacteria under the microscope. Simple in-the-kitchen methods of short-time and long-time preservation include: Care, cleanliness, control of temperature and moisture, canning, drying, and freezing.

Making Electricity (10 Min. Encyclo-

paedia Britannica Films) Wires, a magnet and a piece of iron light a lamp for Bob to help your young explorers in elementary science discover the principle of the generator. After the classroom demonstration (it works!) they visit the city's hydroelectric plant to find the same principles working. Diagrams help explain how principles work.

Machines Do Work (11 Min. Young America Film) Tom discovers types of machines (lever, wheel and axle, inclined plane, pulley) which make work easier. He sees simple machines (bottle

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opener, oars, knife, windlass) as parts of a more complicated one (steam-shovel), beginning experience in elementary science.

Force of Gravity (11 Min. Young America Film) Judy experiences gravity when she roller skates. She finds other points about what gravity does, how it relates to weight and speed of falling, all part of a concept basic to beginning physical science study.

Life on a French Farm (10 Min. Color also. Coronet) A finger on a map of France says "Here is Paris, and here about 50 miles to the south is our farm and the village it borders." This really superb film builds for elementary and secondary students an appreciative insight in the life of a people who share many of our values. Some of the "understandings" are based on: the farms passed on in the family; why houses are made of stone; keeping the land productive; the big breakfast and the family tasks shared; use of horses and simple tools; the village church and a common religion; the rural school; and the village shops.

Spain: The Land and the People (10 Min. Color also. Coronet) Spain is shown as a land of contrasts, between old and new, and rural and city. The new (subways, airports) is compared to our country, and the old (influence of Moors and Romans) is related to the history. Geographic reasons for the way of living are also emphasized as the products and the people's activities are pictured for elementary and intermediate level learning.

The Loon's Necklace (10 Min. Color also. Encyclopaedia Britannica Films) Mystery and symbolism of primitive art and legend put together with unusual music empower this film with an emotional impact for adults and young people alike. At first, just let this film carry you with it. Elements as old as the race of man strike at your recognition. All people are one and their art is common experience. After you've felt the picture through, you'll want to see it again pictorially, and think about the old North Lake Indian legend that tells how the loon got its necklace. The story develops through a pantomime of masked figures and is narrated by an offstage voice. The ancient carved and painted wooden masks were made by natives of British Columbia and loaned for the production from a priceless museum collection. This film opens many values, in addition to its appeal as an art form. It relates to study of modern and primitive art, drama, dance, folklore and story forms, and to the many inquiries of the nature of man.

FALL ISSUE, 1949

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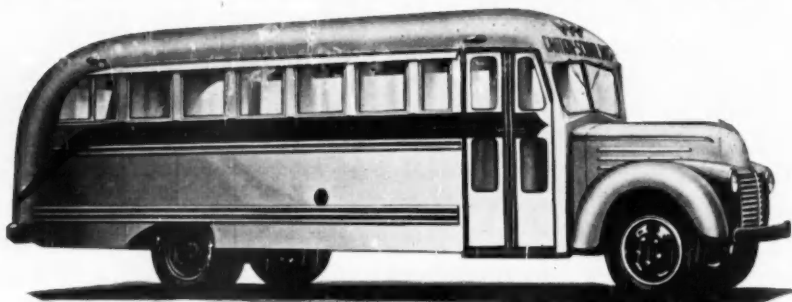
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What Are We Doing?

(From page 5)

When the "dreamers" and "bureaucrats" have built a few dams, planted a few trees and set up other regulations to control erosion they are not necessarily "federal bureaucrats practicing dictatorship." They are probably impartial men who have some understanding of conservation.

There may be other ways of wasting natural resources than those already mentioned. For example, may we not be jeopardizing the essentials of a good standard of living by wasting resources on the non-essentials? How well can we afford to gadgetize our existence to save a couple of steps (when we probably need the exercise anyway)? What is a wide use of the gifts of Nature?

In the interests of world peace, human happiness and everything else we hold dear—now and in the future—what adjustments can the world make to create a safe balance between the needs of civilized man and the productivity of the earth? What are the economic, moral and political implications of this adjustment or the absence of it?

How, in the framework of democracy, may we answer questions of this magnitude? Obviously, the answer is: through the will of an informed and interested public. A democratic society is not an anarchy nor a jungle state. Its first rule should be self-discipline, just as it is in the life of an adult individual.

Democracy and self-discipline

Have the democratic communities of the world accepted this rule of action? It would be nearer the truth to say that they appear not to care what tomorrow is like, or that they romantically dream that we are still living in the 18th century. But regardless of our past guilt, we believe democracy offers the only real basis for making the proper adjustments.

If action should come from an informed and interested public, what is the responsibility of the American public schools? What are our schools doing to pose the problem realistically in the minds of our young people? Frankly, the writer does not know what all the schools are doing, but he suspects that it is very little.

William Vogt, in his "Road to Survival" (William Sloane Associates, Inc., New York, 1948), says: "Long-range efforts in education should be designed to give a man a sound ecological orientation. They should operate through teachers' training schools, colleges and universities, and

eventually in all primary and secondary schools.—It is at least as important that American children understand what the uncontrolled raindrop has done to their country as what happened at Bull Run or in a seven-gabled house in Salem." But of the present state of affairs he says that conservation has "long been sterilized from education—when, in reality, they are inseparable."

While school men are rightfully concerned about life adjustment education, life needs, aptitudes, the cardinal principles, mental and emotional adjustment, vocational training, self-realization, guidance and counseling, they cannot ignore the compelling truth that all these things must be seen and solved against the background of great universal needs and conditions, such as conservation, if we are to train our children to be modern citizens.

No child should go through the public schools without having at least the opportunity to learn about the conservation of natural resources. No other subject, if properly presented, has more profound relationships, or can give our young people a greater time and space perspective—one of humanity's crying needs.

Education that examines only the isolated cave and moment of the individual (important as that is) is short-sighted and ultimately destructive, if man is anything more than animal.

News To Me

(From page 21)

control and two tape speeds. Mechanical unit and amplifier each weigh 25 pounds and are in separate narrow carrying cases to facilitate handling. (Magnecord, Inc. 360 N. Michigan Ave. Chicago 1) Cut 1½" x 1" available.

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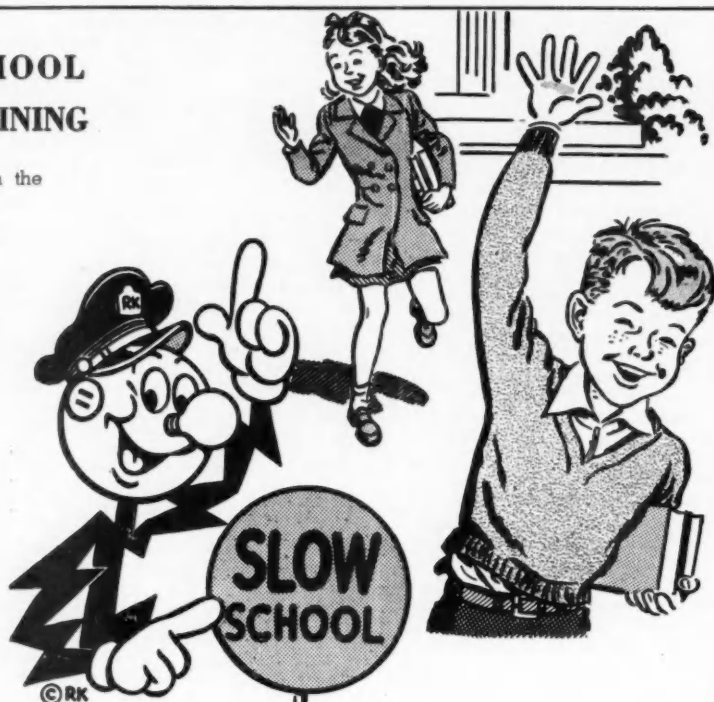
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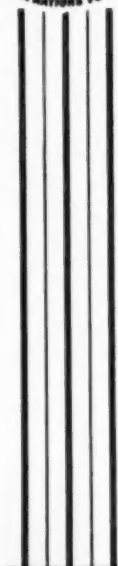


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Safford Public Schools
hold a **WORKSHOP**
by

LAFE NELSON, SUPT.

During the week of August 29th the faculties of Safford Public Schools held a series of meetings and committee planning sessions looking toward improvement of curriculum and methods of instruction.

One interesting meeting presented a panel assigned to the general question, "What does the Public think of the present program?" The panel was made up entirely of non-school members and consisted of a pharmacist, Mr. Glenn Hoopes; an M. D., F. W. Knight; an ex-school teacher and administrator, Mrs. Rose Ferguson; a radio publicity man, E. Furman; S. L. Owens, County agricultural agent; a religious worker, Mrs. Clifford Stewart; and Chester Peterson, attorney.

The panel expressed general satisfaction with the existing program. They were divided on the question of Kindergartens being necessary.

Other opinions of the panel were:

Schools generally weak in field of English and spelling.

Corporal punishment should not be used in school.

Schools should frown on mid-night shows.

Athletics is over emphasized but the Public wants it and are getting what they ask for.

Existing balance of men and women teachers is quite satisfactory in judgment of the Public.

Length of school day and length of school term is satisfactory.

Quality most requisite for successful teaching is love of children.

Methods of raising money for schools should be revised.

This particular meeting was attended by all faculty members of Safford Schools and many faculty members of neighboring schools. In addition many patrons and parents attended.

In other meetings Dr. Lillian Johnson of the State Department of Education

(Safford Workshop, page 38)

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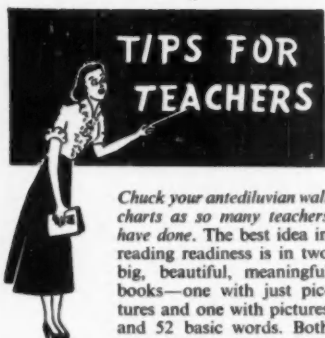
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SAFFORD WORKSHOP

(From page 38)

cation worked with the Elementary School faculty under the direction of Mr. George Andrew Burrell, Principal, and Dr. O. K. Garretson of the University of Arizona worked with the High School group under the direction of Mr. Donald Wilson, Principal of the Safford High School.

Under a new plan Safford Schools will conduct a 9½ months teaching program this year, and this will result in a full 180 days of actual teaching. **New buildings completed**

A new gymnasium has just been completed for the High School. This beautiful structure has two regular playing courts for basketball practice. It has a seating capacity of some 2500. It will be used for all types of physical education and recreation activities.

A new and beautiful unit of six classrooms is also being completed. This will greatly relieve the crowded condition which has existed for sometime at Safford.

In addition permanent bleachers with a capacity of 1500 has been added, and all existing facilities have been completely renovated and repaired. These improvements were made possible through a bond issue voted by the people of Safford about 18 months ago.

This improvement program has been under the general direction of the Safford School Board, consisting of Mr. C. B. Stewart, President; Mr. Merrill Kempton, Clerk, and Mr. H. Marshall Carson, Jr., Member. H. O. Jastad of Tucson, has been the architectural engineer for the Board of Education and Lafe Nelson has acted as executive officer for the Board as Superintendent of Safford Schools.

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CALENDAR OF EVENTS 1949-50

National Education Association

October 24-26: Annual Conference, NEA Department of Adult Education, Cleveland, Ohio.

November 6-12: American Education Week.

November 11-12: South Central Regional Conference, NEA Department of Classroom Teachers, Muskogee, Oklahoma.

November 28-30: Great Lakes Conference on Rural Life and Education, University of Michigan, Ann Arbor, Michigan.

December 6-10: Annual Meeting, National Council of Chief State School Officers, Biloxi, Mississippi.

December 28-29: Southeastern Regional Conference, NEA Department of Classroom Teachers, White Sulphur Springs, West Virginia.

February 12-15: Annual Convention, Association for Supervision and Curriculum Development, Denver, Colorado.

February 23-25: Annual Meeting, American Association of Colleges for Teacher Education, Atlantic City, New Jersey.

February 24-25: Joint Meeting of United Business Education Association Divisions (National Association of Business Teacher-Training Institutions, U. S. Division of International Society for Business Education, Business Education Administrators' Division, and Business Education Research Foundation), Atlantic City, New Jersey.

February 25-March 2: National Convention, American Association of School Administrators, Atlantic City, New Jersey.

March 10-11: Northeastern Regional Conference, NEA Department of Classroom Teachers, Washington, D.C.

March 17-18: Southwestern Regional Conference, NEA Department of Classroom Teachers, Salt Lake City, Utah.

March 18-23: Biennial Convention, Music Educators National Conference, St. Louis, Missouri.

March 24-25: Northwestern Regional Conference, NEA Department of Classroom Teachers, Cheyenne, Wyoming.

March 27-30: Annual Meeting, National Association of Deans of Women, Atlantic City, New Jersey.

April 13-17: Fifth National Conference on Higher Education, NEA Department of Higher Education, Chicago, Illinois.

April 21-22: North Central Regional (Calendar, page 40)

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Calendar

(From page 39)

Conference, NEA Department of Classroom Teachers, Chicago, Illinois.

June 19-22: Fourteenth Annual National Conference, National Association of Student Councils, West High School, Denver, Colorado.

July 2-7: 88th Annual Meeting, National Education Association, St. Louis, Missouri.

July 24-August 18: NEA Institute of Organization Leadership, The American University, Washington, D. C.

Teachers Are Tops

(From page 6)

To me the most shocking fact revealed by our study of state school systems was the low qualifications of thousands now teaching. It is encouraging to find that Arizona has been able to maintain a teaching staff of such a relatively high competence in these days of teacher shortages. I certainly hope that the state will be able to continue its progress in the direction of placing a highly qualified teacher in each classroom. In no other way can we hope to provide the quality of education needed for responsible citizenship under a democratic government.

Sincerely yours,
Francis S. Chase

Send For Free Booklet

(From page 6)

of tiresome negotiations, for on that date the AEA came to terms with the Occidental Life Insurance Company of California on one of the finest group insurance programs ever offered to teachers. It was also a beginning, because the AEA was then ready to start its new insurance department and to launch upon the task of presenting the AEA Group Insurance Plan to its more than 4,000 members. For further details see pages 22 and 23 of this issue of the *Teacher-Parent* and see below the reference to DONALD R. SHELDON.

It's too bad that we can't include here the pictures of the members of (Send For Booklet, page 42)

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School Boards Association Opens HEADQUARTERS

THE National School Boards Association announced the opening of the first of May of a headquarters office at 450 East Ohio Street, Chicago 11, Illinois. For the first time in the history of the Association, a full time Executive Secretary is in charge. He is Edward M. Tuttle, formerly Editor-in-Chief for Row, Peterson and Company, Educational Publishers.



Edward M. Tuttle,
Executive Secretary of
the National School
Boards Association.

A native of New York State, and the oldest of seven children, Mr. Tuttle received degrees in Agriculture and in Arts (Education) from Cornell University. For seven years, 1911-1918, he was on the staff of the Department of Rural Education in that institution, holding the titles of Assistant Professor and Editor of the Cornell Rural School Leaflet.

In recent years, Mr. Tuttle has devoted a considerable amount of time to the educational problems of Illinois and of the nation. He is active on the Education Committee of the State Chamber of Commerce and on the Advisory Committee on Education in Illinois. He attends many educational meetings, has a wide acquaintance among educational leaders in all parts of the country, and speaks effectively both to professional and lay groups. His published writings include brief, challenging articles entitled—"Wanted: Another Horace Mann," "What More Can We Do to Vitalize Our Schools?" and "Boards of Education—American Plan." A combination of rural and urban background with both professional and commercial experience contributes to his sympathetic understanding of school problems and public relations in educational affairs.

Mr. Tuttle's primary objective in coming months will be to visit as many as possible of the states having state associations of school boards to familiarize himself with their organization and activities and to establish a working arrangement with the National Association.

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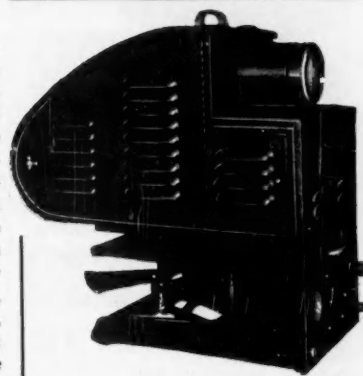
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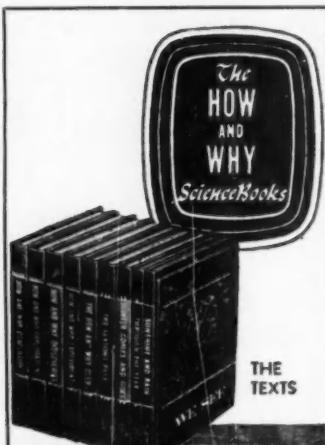
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(From page 40)

the AEA INSURANCE COMMITTEE. Chairman is LESTER TAYLOR, Winslow. Members are WELDON R. ZIMMERMAN, Phoenix; GERTRUDE WAGNER, Tucson; FRANCIS A. VESEY, Tucson; CLAIR COCANEWER, Phoenix; and DOROTHY BURDSAL, Phoenix.

Loud Applause

(From page 6)

Following in the footsteps of Harvey L. Taylor of Mesa, Ivan has kept the school administrators' organization squarely on the beam of the expanded program of activities that was blueprinted by the AASA at its meeting in the spring of 1948. He has in addition met one responsibility after another handed to him as a member of the AEA Executive Committee. Douglas teachers will remember his participation in the AEA Zone School held there last spring, and those in Ajo will remember him as a principal participant in their AEA Zone School this fall. . . . For those new in Arizona we should add that Ivan is Superintendent of the Tolleson Union High School.

THE PRISON ROAD

Hands that are hard and horny
Feet that are leaden and slow
Minds that are drugged and beaten
Hearts that are heavy and low.
Such are the men who have paved
The road to this beauty I see,
Beauty created by God
And now made apparent to me.
Might this be the Master's plan
Could not this beauty atone
In part for the errors of those
Who carved the way out of stone?
Oh, God, in thy infinite grace
Look down on each toil-weary soul
May the depth of thy glorious love
Grant peace as their ultimate goal.
—Alice Perkins

(Written on viewing the beautiful Mt. Lemmon Road; carved out of rock by convicts, this road is one of America's most scenic.)

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THE BELLS

By LAURA M. ROAKE

Maplewood, New Jersey

IT rained dismally. The humidity was ninety-eight per cent. In the class room even with the windows open the air was offensive. There was a compound of smells—wet clothes, the stuffiness of chalk and dust, along with unwashed bodies.

Bodies were often unwashed in P.S. 63. It was in the slum section of the city. These children, colored and white, came from underprivileged homes. Very few children in P.S. 63 had a bathroom in their homes. They lived with an average of eight people to four rooms. They came to school as problems for themselves and their teachers.

Miss Price stood before her class trying to control herself. Feet shuffled. The class was inattentive; many children were talking. Paper, which she abhorred, was on the floor. The class was in the doldrums.

A paper dart sailed gracefully through the air. A paper had hit Arizona Williams squarely on the forehead. Arizona was a spit-fire at best; now she arose belligerently and proceeded toward the culprit to take punishment into her own hands. Miss Price almost leaped from the front of the room to come between the offenders.

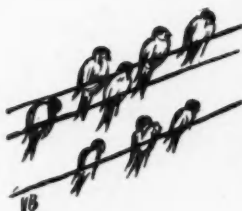
"Come Arizona," she pleaded. "I'll look after this." Arizona had no faith in Miss Price's mild methods. She wanted something drastic done immediately. She lashed out with a strong right arm. Miss Price quickly sent George from the room. Arizona, with fire in her eye and with threatening remarks as to how she would kill him, finally subsided.

The class, which had been all agog at the prospects of a battle royal, sank back again into its lethargy, shuffling and talking.

Just outside the window from the tower of a near-by church sounded a carillon. In school time it played only rarely for important funerals. Now its bells chimed out, "Nearer my God to Thee, Nearer to Thee. E'en though it be a cross that raiseth me."

The talking stopped. The children intently listened. Some one started to hum the music. Miss Price's first impulse was to throttle this new disorder, but her good angel bade her be quiet. She said almost in a whisper so as not to interfere with the music, "Go ahead. Let's softly sing the hymn."

One after another the children opened their mouths and sang in a muted tone. Some hummed, not knowing the



words.

Order was restored to the room. Music was their own beloved art.

After "Nearer my God to Thee" the bells played "Jesus Saviour Pilot Me." This the children knew better. Almost all sang. The problems of a few minutes before had disappeared. A new feeling of rapport crept into the room and as the class room buzzer sounded, the children passed out to the hall in an orderly manner.

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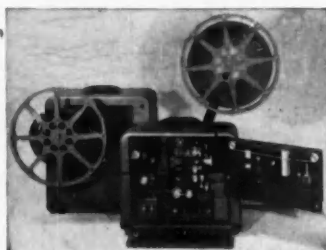
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Bits of Wit and Wisdom

A Hollywood film star sent her visiting cards to her former husband's new bride.

"I'm sending them by air mail," she wired cattishly. "Trust they don't arrive too late to be of use to you."—*Tit-Bits. (London)*

Life is a good deal like a game of cards in this respect: A king is an ace with the queens if he has the jack.—Reformatory Pillar.

A woman once scolded Dr. Johnson because he put some words in his dictionary which she thought were improper. "Have you no decency?" she stormed. "Are you trying to corrupt everyone who reads your dictionary? Don't you know that such words should not even be printed, let alone explained?"

"Madame," Dr. Johnson said, "you wouldn't have seen those words unless you looked them up."—*Hugh Scott, Sat. Evening Post.*

The most expensive drapery in the world is the Iron Curtain.—Elizabeth-town (Ky) News.

"Billy," inquired the Teacher, "can you tell me where the Red Sea is?"

"Yes," answered Billy. "It's on the 3rd line of my report card."—*Watchman-Examiner.*

"Gimme a dime for a cup of coffee?" asked the hobo of the plain-clothes man.

"Do you ever work?" asked the plain-clothes man.

"Now and then."

"What do you do?"

"This and that."

"Where?"

"Oh, here and there."

The plain-clothes man took him to the police station. "When do I get out of here?" wailed the hobo. The desk sgt. growled: "Sooner or later!"—*Oval Mirror.*

Loyalty Oaths

(From page 17)

But his jaw was firmly set. One sensed that whatever the future, here was a battler who would fight in obedience to a creed often expressed by him:

"We have not been afraid of the truth or afraid to hope that it might emerge from the clash of opinion. We will ever plead for freedom of inquiry, freedom of discussion, and freedom of teaching. . . . When the voice of reason is silenced, the rattle of machine guns begins."

COMMUNICATIONS: "Tireless talker," tiny box that records any 2-minute message, can be connected with loud-speaker which will greet visitors at door when family is away. Milkman stepping on doormat might hear: "Please leave 2 quarts today." (*INS*)

GUM: Chewing gum with plastic base will not stick to furniture or floors, retains flavor, withstands moisture and extreme temperature. (*Future*)

LANGUAGE: An Italian inventor has made a machine that can translate copy from any language into any other language. Details not yet disclosed; machine is to be entered at Paris International Fair of Inventions in Sept. (*UP*)

NEWS: N Y Times is considering microcard edition, showing 10 pages on single 3x5-in. card, which can be read with specially designed reader. (*Financial World*)

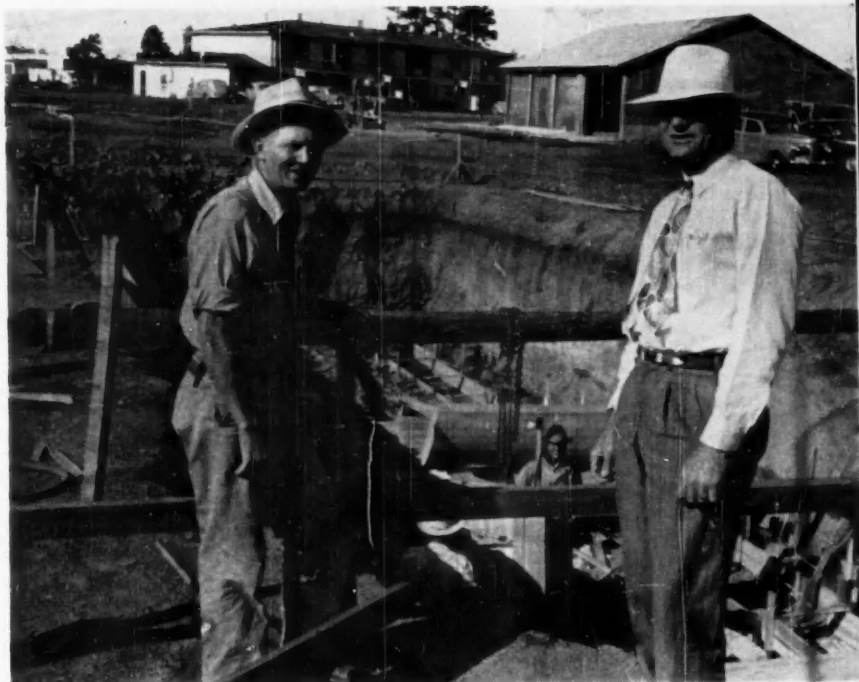


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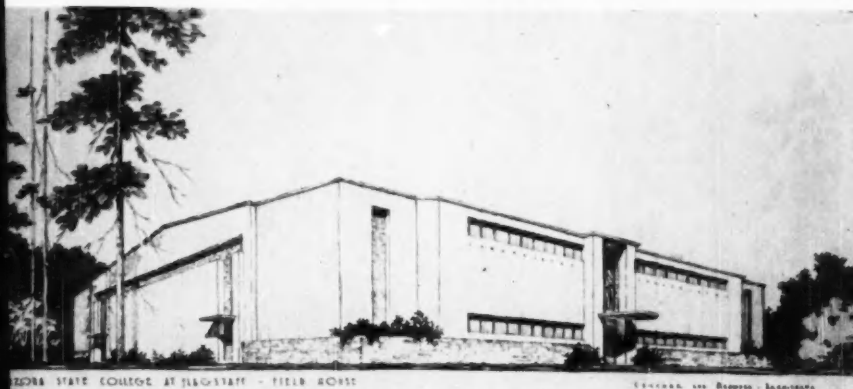
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Above is the preliminary excavation work being done for the construction of a new heating plant at Arizona State College at Flagstaff. W. S. Ford, contractor, right, checks the progress with his superintendent.

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Above is the architect's sketch of the new half million dollar gymnasium that is now being rushed toward completion. A brand new science building is already built.

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